

New to teaching? Taking a deep breath and getting started

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Introduction

- *What is it like embarking on information teaching for the first time?*
- *Does it get easier with practice?*
- *How can personal reflection and feedback improve teaching sessions and increase confidence?*





Preparation

Preparation

- Talking to academics;
 - find out what they want the students to know
 - what are the formal learning outcomes?
- Get hold of a copy of the module handbook
 - contains a wealth of useful information; including reading lists, past assignment and exam questions
- Location, Location, Location
- How long will it take?

Preparation – Powerpoint?

GOOD FOR	NOT SO GOOD
Structure for the presentation	It is powerpoint.....
Links to resources	Doesn't interact with the catalogue/Library webpages
Search instructions	
As a reference document for the future	

Journal Collections - JSTOR

Advanced Search

[View Tutorial](#) | [Search Help](#)

"electoral reform" full-text

AND UK OR "United Kingdom" full-text

ADD A FIELD +

Include only content I can access

Include links to external content [?](#)

SEARCH



<http://www.jstor.org/>

Narrow by:

Item Type

- Article
- Review
- Editorial
- Pamphlet

Date Range

From
To
yyyy. yyyy/mm, yyyy/mm/dd

Language

English ▼

Publication Title

Narrow by discipline and/or publication title:

Hints and Tips:

Use the *Advanced Search* option

Narrow by: **item type**, **date range** and **language** to limit results

Narrow by discipline – **Political Science** to improve relevance

Preparation - Practice

*Talking to yourself is
not necessarily a
worrying sign.....*



Larkin25 - Global Pop Toad

<http://www.flickr.com/photos/cpjobling/4983721953/>

Delivery

Delivery - Practicalities

Finding the room –
try the technology in
advance

USB stick

Notes and visual aids

Water!



Delivery

Crowd control

Knowledge is power

Don't take lack of interest too personally put yourself in the students' place

Different cohorts, different reactions

But remember – the lecturer invited you – they feel this is an important part of the learning process for the students

Evaluation

Evaluation – instant feedback

Comments from academics

“I have learnt something new, so you should have too!”

Comments from students

“I wish I had known that last year!”

“You saved my degree”

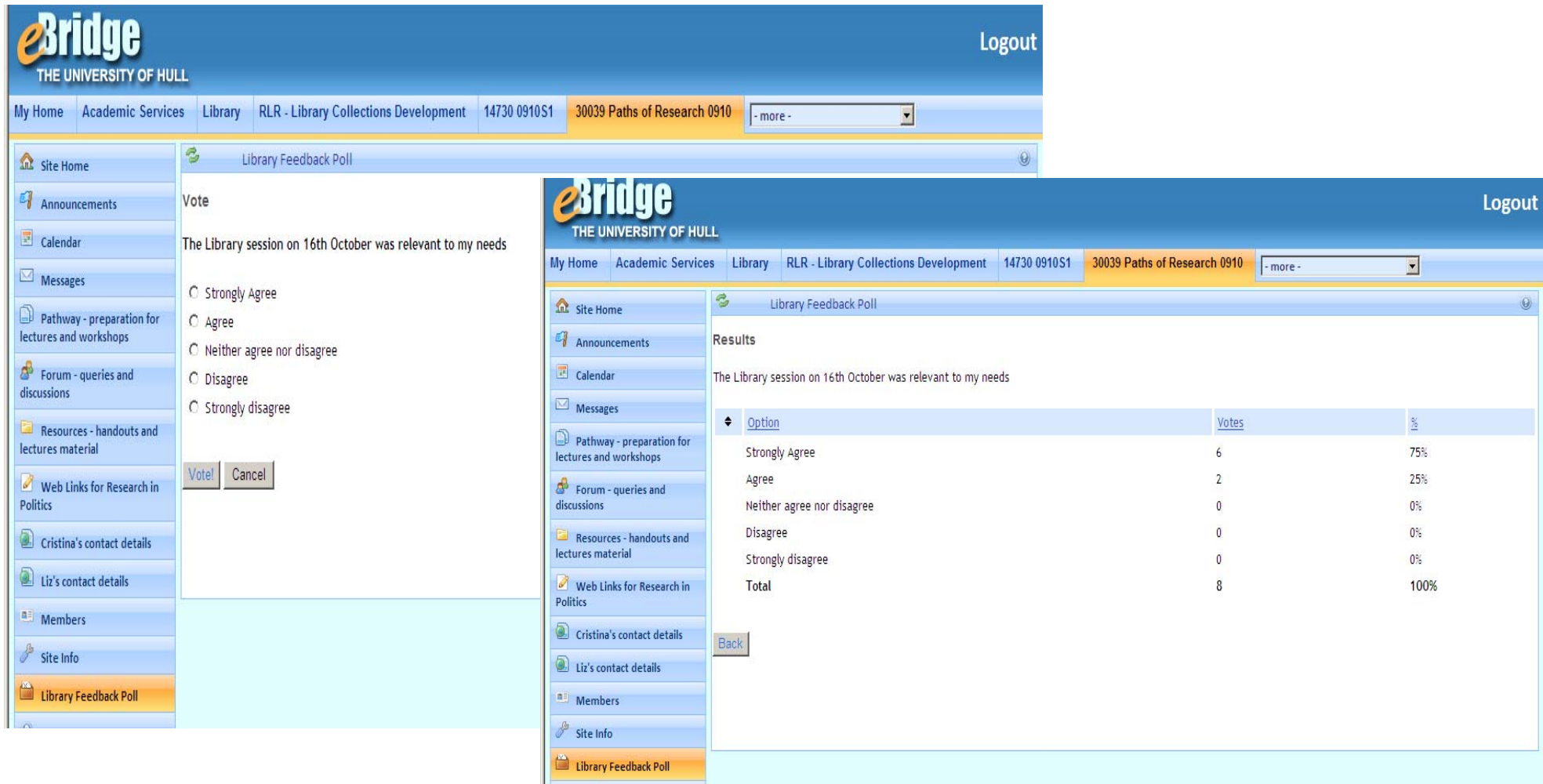


Gothic - Introduction

- Hints and tips to improve your searches – and save you time!
- Resource demonstrations
 - Primary and secondary research material including:
 - ❖ eBooks
 - ❖ Journal articles
 - ❖ Reference materials
 - ❖ Newspapers and magazines

Jane Austen © Getty Images

Evaluation – Formal feedback



The screenshot displays the eBridge interface for a 'Library Feedback Poll'. The top navigation bar includes 'My Home', 'Academic Services', 'Library', 'RLR - Library Collections Development', '14730 0910S1', and '30039 Paths of Research 0910'. The poll question is: 'The Library session on 16th October was relevant to my needs'. The voting options are: 'Strongly Agree', 'Agree', 'Neither agree nor disagree', 'Disagree', and 'Strongly disagree'. Below the options are 'Vote!' and 'Cancel' buttons.

The results section shows the following data:

Option	Votes	%
Strongly Agree	6	75%
Agree	2	25%
Neither agree nor disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	8	100%

Evaluation – Personal reflection

Diary

“Went well, good session. Positive feedback from the students.
Timing – could have added newspaper collections”

“Not good – concerned about relevance (hadn’t known ****
students would be attending). Need feedback from lecturer.”

Personal Development Plan (PDP)

Conclusion

What is it like embarking on information teaching for the first time?

Does it get easier with practice?

How can personal reflection and feedback improve teaching sessions and increase confidence?

Thank you.....
any questions?